DOCUMENT RESUME

ED 108 261 CS 202 156

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TITLE	Sequence, Program Words, and Sequence Rationale for the 1971 Revised First-Grade Spelling Program.
INSTITUTION	Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	SWRL-TN-3-71-21
PUB DATE	Aug 71
NOTE	63p.
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	Educational Objectives; *Educational Programs; Grade 1; *Language Skills; Primary Education; *Spelling; *Spelling Instruction; Visual Discrimination; *Word Lists

ABSTRACT

Pupils participating in the 1971-1972 tryout of the Southwest Regional Laboratory (SWRL) First Grade Spelling Program were taught to combine consonants and consonant clusters with word elements to form program words. This paper presents the sequence of instruction for these elements and the rationale used in deriving this sequence. In addition, it also provides a list of regular words, sign words, and transfer words, as well as lists of contrast items to be emphasized in teaching pupils to discriminate between elements and between vowel correspondences. (Author)

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SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

DATE: August 25, 1971

NO: TN 3-71-21

TITLE: SEQUENCE, PROGRAM WORDS, AND SEQUENCE RATIONALE FOR THE 1971 REVISED FIRST-GRADE SPELLING PROGRAM

AUTHOR: Betty Berdiansky

ABSTRACT

Pupils participating in the 1971-1972 tryout of the First-Grade Spelling Program will be taught to combine consonants (and later, consonant clusters) with word elements to form program words. This paper presents the sequence of instruction for these elements, and the rationale used in deriving this sequence. In addition, it also provides a list of regular words, sight words, and transfer words, as well as lists of contrast items to be emphasized in teaching pupils to discriminate between elements and between vowel correspondences.

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Section I

Sequence Rationale

The 1971 tryout of the SWRL spelling component (described by Butler, 1971a) was conducted in order to evaluate the program under natural classroom conditions so that potential improvements could be identified and incorporated into subsequent developments. Although pupils performed relatively well in that tryout (Butler, 1971b), an analysis of the errors made on tests indicated that pupils need more listening and spelling practice in order to discriminate between certain sound-to-spelling correspondences (Schwab, 1971). Their problems seemed most often to revolve around discriminating between minimal pairs (words which differed by only one letter). This was particularly true for those pairs which differed only in the vowel, the presence of a silent e (long vowels: -VCe vs. short vowels: -VC),* single consonants vs. consonant clusters, and -Vck vs. -Vke contrasts. And while pupils did well in the 1971 tryout when tested on elements and regular words, they did not do as well on transfer words (Butler, 1971b). So, apparently, not only were parts of the program elements (e.g., the individual vowel or the silent e) not learned or remembered as well as expected, but also pupils seem not to have adequately understood and internalized the principle that they could spell new words by taking the consonants and elements they had learned and combining them appropriately.

The author appreciates the assistance of Pat Butler, Bruce Cronnell and Donna Schwab in making decisions regarding revisions for the 1971 Spelling Program.

*V = any single letter vowel. C = any single letter consonant. A lower-case letter represents that letter itself (e.g., c = the letter c, whereas C = any consonant).

As a result of the error analysis, the revised spelling sequence places heavy emphasis on minimal pair discrimination, vowel sound and spelling discrimination, and on exercises in which similar words are compared and contrasted (see Section IV for specific exercise contrasts). It is hypothesized that this particular kind of content organization will cause pupils to pay more careful attention to, and thus better discriminate, the sounds and spellings of words. Few if any commercial spelling programs provide carefully selected and sequenced contrasts between program words and their most frequent misspellings (Cronnell, 1970). An aim of the 1971 Revised Spelling Program is to determine whether a significant improvement in pupil spelling performance will result from the use of minimal pairs and contrasts, from having the units sequenced and the lessons designed for better emphasis on spelling concepts (e.g., short vowels, digraphs, consonant clusters) and error types (e.g., omission of final e in -Vke exemplars), and from the additional revisions to be discussed below.

Sequence

In general, the lesson units for the revised sequence are arranged in order of increasing difficulty. Elements and concepts with lower error rates are introduced before those with high error rates. Single letter consonants and short vowels are first in the sequence. Next are digraphs, elements composed of vowels followed by geminate consonants (e.g., -ill, -iss), digraphs, long vowels, -Vck and -Vke exemplars, consonant clusters (e.g., bl-, -nd), suffixes and -Vr exemplars.

The SWRL Mod 2 reading sequence has been followed when appropriate. Departures from that sequence are due to differences between reading and spelling problems. For instance, pupils have little difficulty remembering that a double l, f or s in a word is usually pronounced the same as a single l, f or s would be. However, they do commonly forget that a final /l/, /f/ or /s/ at the end of a word is usually spelled with two l's, f's or s's. Therefore, whereas in the reading program, a geminate can be introduced as soon as its corresponding single consonant is, in the spelling program, geminates are taught in one unit after all of the single consonants have been introduced.

Since the spelling program begins in the first-grade, whereas the reading program commences in kindergarten, not all of the Mod 2 second-year reading rules could be included. Only one-syllable words will be taught in the first-grade spelling program, so all Mod 2 first-grade reading rules involving two-syllable words (Vowel rules 16 & 17, Y17, LE22) are excluded. Also excluded are C11, G11, TCH10, A25, Y15, the high frequency secondary vowels (except for ay), rules for common vowel exceptions, -VCCe words, -ed and -es suffixes, and suffixes in which the final consonant is doubled or the final e is dropped.

Consonants. The specific sequence of the consonants was determined by productivity in CVC words, and by error frequency. For example, the letter n, due to its productivity in -Vn elements, would have appeared at the very beginning of the sequence. But it was decided that the element -an would not be a wise choice for introducing a because nasal consonants such as /n/ change the pronunciation of the preceding vowel. Consequently

n was sequenced in Unit 3. The letter m, which is also a nasal, is taught in Unit 1, but only as a beginning letter. It is productive as a beginning letter whereas n is not. The low frequency elements -am and -im are listed in parentheses in Unit 4.

The consonants m and n, b and d, and b and p, are separated in the spelling sequence due to auditory and visual discrimination problems. The letters b and d are contrasted, however, when d is introduced in Unit 4, so that pupils can practice letter direction as well as auditory discrimination.

The consonants c and k are introduced together (Unit 7) in order to provide instruction on the /k/ → c or k choice. The rule is that beginning /k/ → c before an a, o, u, l, or r; and /k/ → k before e, i, or y. It was decided that c and k would not be introduced until o entered the sequence so that there would be exemplars for c followed by at least two different vowels (a and o), even though k would only have ki- exemplars. It did not seem worthwhile to wait until e entered the sequence in Unit 8 because the only ke- exemplar which could enter the sequence at that time was keg. And keg was not chosen as a program word due to its extremely low frequency. Even later, the only other ke- exemplars are keep (a program word), kept, keen, and kelp.

The -Vck vs. -Vke disctinctions are introduced after the long vowels. When final consonant clusters are introcued, then the-Vck vs. -VCk distinctions will receive instruction. The basic rule will be: "A /k/ sound at the end of a word is spelled ck if the sound just before it is a short vowel. But if the sound before it is another consonant,

the /k/ sound is spelled k." Consonant clusters are taught late in the program because of the tendency for pupils to omit one of the consonants and to write a CVC word rather than a CVCC or CCVC word (e.g., pupils might spell plan or pant as pan).

Vowels. Like the consonants, the vowels are sequenced so that those with lower error rates and higher frequencies are introduced before those with high error rates and lower frequencies. The five short vowels, and later the long vowels, are taught in separate units so that more attention can be drawn to their pronunciations and most common misspellings. Short vowels are sequenced before long vowels because the short vowels are higher frequency and have simpler environmental constraints (-VC(C) vs. -VCe).

Vowels are introduced in the order: a, i, u, o, e. According to George Marsh's (1970) auditory discrimination study and the error data from the 1971 spelling tryout (Schwab, 1971), the short vowels a and i are the least confused with each other and with the other short vowels. The short vowel e, on the other hand, is the vowel most often confused with other short vowels, and so is sequenced last. Although i is the highest frequency short vowel, a is sequenced first. This is because a is the first letter of the alphabet and a was the letter most often substituted by pupils for other vowels in the 1971 pretest, so a is probably the vowel most familiar to the pupils. Also, the frequency of a is not appreciably lower than that of i. The letter u is of lower frequency than o, but is sequenced before it because o is often confused with a, and u is not usually confused with any of the other vowels.

The word-final vowels -e, -o, and -y are sequenced together (in Unit 13) because they share the same principle of a single letter representing a long vowel at the end of short words. The secondary vowel ay, representing final a, is also included (Unit 22) due to its relatively high frequency.

When the -VCe long vowel elements are introduced, there will be comparisons made with -VC elements in order to provide minimal pair contrasts (e.g., mad vs. made). The -VC vs. -VCe units (15-18) also include -VCe exemplars that have no corresponding -VC exemplars. Thus, when necessary, CVC and CVCe comparisons will be made using words in which the beginning consonants differ (e.g., fun vs. tune).

The long vowel geminate ee, which occurs in high frequency words, is introduced in the sequence after the -VCe elements and in place of -eCe since there are practically no -eCe exemplars.

The -Vr exemplars are sequenced last in the program because of their low frequency occurrence in one-syllable words and because, except in -er suffixes, no rules can be given to the pupils to help them determine whether the -er sound is spelled er, ir, or ur. Those exemplars simply have to be learned as sight words.

Program Words

Each unit in the revised sequence contains an average of 6 elements and 10 program words. Altogether, in 30 weeks of instruction (including 6 review weeks), 253 words are taught. Of those 253 words, 182 are regularly-spelled words (153 derived from program elements and 29 from low frequency non-program elements which are listed in parentheses in

the appropriate units), 52 are sight words, and 19 are program elements which also happen to be real words (e.g., at).

Several word-frequency lists were consulted and, wherever possible, high frequency words were included as program words. Because of the limitation of 10 program words per unit, a few regularly-spelled, high-frequency words following the first-grade spelling rules could not be included. These words, however, will be included in rhyming and contrast exercises.

Most of the high frequency sight words included in the sequence are irregularly-spelled, but some are comprised of rules which will be postponed until second-grade. When possible, sight words are grouped in the sequence by patterns [e.g., /z/ → s in is, his (Unit 3); and as, has, was (Unit 23). /Vv/ → -Vve in have, give, live (Unit 6)].

Transfer words corresponding to each unit were chosen for testing pupils on their ability to generalize consonant + VC elements into the spelling of words that have not been previously practiced. To increase the likelihood that pupils will not have been exposed to these words, 46 of the 50 low-frequency transfer words which will be reserved for the weekly tests do not occur in the Mod 1 or the Mod 2 reading program or in the spelling exercises. The 4 exceptions are Mod 1 or Mod 2 words which had to be included due to lexicon limitations.

Summary

To summarize, elements are sequenced so that each unit emphasizes a specific concept (e.g., short vowels, digraphs, consonant clusters) or contrast which can be concentrated upon instruction. Vowels are

sequenced into separate units so that more attention can be drawn to their individual sound characteristics and their most common misspellings. And elements and concepts are sequenced from low error rates to high error rates, with consonant clusters introduced late in the sequence because of their high letter-omission error rates.

Minimal pairs were chosen as program words for each unit in order to facilitate discrimination of the letters and sounds that present pupils with the most difficulty. High-frequency words were chosen whenever possible, but at times low-frequency words had to be included as exemplars of a given element or low-frequency consonant. There are, in fact, specific reasons for the inclusion of each word in the sequence, although this paper does not go into such a detailed unit-by-unit rationale.

SECTION II

Sequence and Program Words

Section II lists the exemplars chosen to be program words (including sight words) and transfer words. Under the "Unit" column, the underlined elements are those which are also real words of high-to-medium frequency. These "real word" elements are not relisted as exemplars because pupils will be tested on these words as elements. Under this same column heading, contrasts are printed inside boxes (e.g., ip-it means that exercises should be planned in which pupils compare and contrast exemplars ending in the element ip versus the element it: sip vs. sit). These are contrasts with which the pupils often have difficulty. Section II lists contrasts for each unit's lesson exercises. Dialect variations are also noted when necessary.

The elements listed in parenthesis in the "Unit" column are low-frequency non-program elements. Their program exemplars are listed under the column heading, "() Elements." If the elements in parentheses are also actual words and are chosen as program words (e.g., up, us), they will be listed in the "() Element" column.

Under the column heading, "Regular Words," the program words formed by Unit Consonants + Unit Elements are listed first. Then the program words formed by either Unit Consonants + Past Elements or by Unit Elements + Past Consonants are listed. In Units 15-18, the words in parentheses are the -VC contrasts to the -VCe program words introduced there.

Words listed as sight words are either irregularly spelled (e.g., said) or they have elements which are not introduced in this first-grade program (e.g., off, eat).

Transfer words are chosen for testing pupils on their ability to generalize consonant + vowel-consonant elements into the spelling of words they haven't done before. To increase the likelihood that pupils wouldn't have spelled or even read these words before, the 50 transfer words for the weekly test are all low-frequency non-Mod 1 or Mod 2 words (except for tip, yet, path and sort), and will be excluded from contrast and rhyming lesson exercises.

1971-72 SPELLING

SEQUENCE AND PROGRAM WORDS

	UNIT	REGULAR WORDS	( ) ELEMENTS	SIGHT WORDS	TRANSFER WORDS
1:	m, p, t a, ap, at	map, mat pat tap		a	
2:	b, h, s i, ip, it	bit hip, hit sip, sit		I	tip sap
	ip-it at-it	bat sat hat			
3:	f, n, r an, in	fan ran	if	is, his	fin ban
	an-in	fit nap pan, pin tan			
4:	d, g, l, w ad, id, ag, ig (am, im; ab, ib)	dad, did lid wag, wig	am him		pad lip
	ad-id ag-ig	bad, big had			
	b-d				
	Final d-t				
5:	REVIEW UNITS 1-4				

	UNIT	REGULAR WORDS	( ) ELEMENTS	SIGHT WORDS	TRANSFER WORDS
6:	j, v u, un, ut; ug (up, us; ub, ud, um)	van but run	up us gum jam	have live, give	bun jut
	ag-ig-ug an-in-un at-it-ut				
	j-g				
7:	k, c o, og*, ot: op (on; ob, od, om)	cot can cat cut kid, kit dog* got	on*	off*	tot cob
	oC-aC				
	ki-ca, co, cu				
	o → /a/ or /aw/ for-og, on, off				
8:	x, y, z e, ed, eg, en, et (es; em) (ix, ox; ax)	get, let bed ten, pen beg	yes six box	zoo	yet hem
	eg-ag ed-ad et-at en-an-in				
9:	REVIEW UNITS 6-8				

*The teacher should explain that the o may be pronounced [a]or [aw] in the words on and off, and in the words in -og.

	UNIT	REGULAR WORDS	( ) ELEMENTS	SIGHT WORDS	TRANSFER WORDS
10:	sh, th ash, ish (ush) (ath, ith)	shop dash, dish that, then	them, this with	the, they	shot path
	sh-s-h th-t				
11:	ch, wh (ich, uch)	chin, chop when	rich, which much, such	what where, there	chat chug
	ch-c-sh wh-w				
	wh → /hw/ or /w/				
12:	qu ell, ill all, ull -ss (ff, dd, gg, zz)	quit tell, well will tall, call pull miss		put, push	hall mill
13:	-e, -o, -y	he, me, she, be go, no, so why, my, by			shy ho
14:	REVIEW UNITS 1-13				
15:	-aCe (vs. -aC) ade, ame, ape, ate, ale, ave; ane (afe)	made (mad)* tape (tap) came late gave	safe	do, to, who does	date shape

*The words in parentheses are the short-vowel (VC) contrasts to the long-vowel (VCe) program words.

	UNIT	REGULAR WORDS	( ) ELEMENTS	SIGHT WORDS	TRANSFER WORDS
16:	-iCe (vs. -iC) ide, ime, ine ite, ile, ive, ire; ipe (ife)	ride (rid) kite (kit) time white nine five fire		one, two, four	shine dive
17:	-oCe (vs. -oC) ode, ope, ote, ome, ore; ole (one; obe, ove)	rode (rod) hope (hop) note (not) home more	bone	come, some love were	code zone
18:	-uCe (vs. - uC) ube, ute, ule; ure (ude, ume, une)	tube (tub) cute (cut) rule		sure of from	
	-ee eek, eep; ee, eed, een, eet (eef, eem, eeth)	keep week		three here	peek deep
	u --> /yu/ or /u/ for uCe words				
	e-ee				
19:	-Vck vs. -Vke ack-ake ick-ike ock-oke uck (eck)	back, bake make, take lick, like quick rock joke luck			fake tick
20:	REVIEW UNITS 15-18				

	UNIT	REGULAR WORDS	( ) ELEMENTS	SIGHT WORDS	TRANSFER WORDS
21:	Cr- br, cr, dr, fr, gr, pr, tr	broke cry free green		you, your out, our saw	brag trash
	Cr-C	try			
22:	Cl- bl, cl, fl, pl; gl	black class fly play		eat dear said	lay flag
	ay	day, say way			
	Cl-C				
23:	sC- sk, sl, sm sp, st; sn, sw (sc)	sky sleep smile spell stop		as, has was (Review is, his) good, look	smell slap
	/K/ → K/-y				
24:	-CC lf (elf) mp (imp) nd (and, end) nt (ant) st (lp; ld, lm, lt)	self jump stand, send went fast, best just, must	help		dent rust
	VC-VCC				
25:	ng, nk (ink) lk, sk (ask)	sing, thing king bang long		their	hang pink
	Vck-VCk	think, thank milk			
	ng-g nk-n Ck-k	desk			

	UNIT	REGULAR WORDS	( ) ELEMENTS	SIGHT WORDS	TRANSFER WORDS
	o → /a/ or /aw/ for -ong, -onk				
26:	REVIEW UNITS 15-25				
27:	Suffixes -ing, -s, -er	going spelling, sending beds, sits taller, helper		her want been	sleeping faster
	Base-Base + suffix; no doubling final consonant and no dropping final e.				
28:	ar, ark, arm art (ard, arn)	car, far park farm start	hard yarn	are word work	barn dart
	ar-arC-aC				
29:	ir, or, orn, ort (irt, urn urt, ird, irl, irst; ur)	sir corn for short	shirt turn hurt bird girl first		born sort
	Vr-VrC-VC				
30:	REVIEW UNITS 1-29 FINAL TEST				

SECTION III

Notes About the Program Words

The notes below are for product developers of the 1971 Revised Spelling Program to take into consideration when writing the lesson exercises and comments to teachers about the program words. The letters underlined in the program words below are those which cause the most spelling errors. Exercises could be written using this information, so that, for example, pupils could be asked to circle the irregular parts of sight words, or to underline a given vowel in a list of words, or to write two words which differ by only one letter--the letter causing the most confusion between the two words. Other common difficulties are also noted, and contrast exercises are suggested (See Section IV for additional contrasts). The notes regarding the common errors are based on the errors made by pupils in the 1971 Tryout, as compiled by Donna Schwab (1971).

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
1:	map, mat pat tap		Emphasize the different last letters in map and mat. Since a is the only vowel, and there are few words in this unit, time can be spent on oral discrimination of sounds and on blending.
2:	bit, bat hip, hit, hat sip, sit, sat		Contrast i and a in the words. Also, final p and t. Have pupils practice writing b for the correct direction.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES *
3:	fan, fit pan, pin tan, tin ran nap	is, his	The an-in contrast is difficult because the n changes the sound of the vowels slightly. The difficulty is compounded greatly when the en element is taught in Unit 8.
	if		Pupils can be told that other short words in which the final /z/ sound is spelled with an s are: as, has, was. These words will be taught in Unit 23.
4:	dad, did lid wag, wig bad, big had		Since pupils have some difficulty in discriminating the sounds of b and d, and even more difficulty concerning in which direction to write them, considerable emphasis should be given to the b-d contrast.
	am him		The ag-ig contrast may pose difficulty because the g causes the preceding vowels to sound more alike. This is particularly true for eg, in Unit 8, which is often confused with ag.
			Pupils sometimes misspell am because they usually pronounce it as em or 'm (as in I'm). So stress the a.
5:	Review Week (Emphasize the b-d and aC-iC contrasts)		
6:	van but run	have live, give	Pupils tend not to have much difficulty with the short vowel u because it's not as similar in sound as a, e, and i are, and as a and o are.
	up, us gum jam		Contrast g-j because these letters are commonly substituted for each other. Tell pupils that the /j/ sound is spelled with a j in all the words in this year's program (j is always pronounced /j/ but there are some /j/ words spelled with a g). All words with a /g/ sound are spelled with a g.

*V = any single letter vowel
C = any single letter consonant
// = letters in slashes indicate pronunciation

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
			Pupils can be told that there's a rule that the letter v never occurs as the last letter in an English word (except in slang terms, such as rev), and must be followed by an e. Hopefully, there will be less confusion about this with the words sequenced here than if they had been sequenced after the pupils learned the long-vowel -VCe rules. The letters j and v do not often occur in English words. For practice on them, the teacher can have the pupils think of words beginning with those letters and then she can write those words on the board. Technically, us is irregular (as are bus and yes) and should be spelled with two s's. But don't bother pointing this out to pupils unless they make an ss vs. s error.
7:	can cat, cot, cut kid, kit dog got on	off	Pupils so often confuse c and k that they are being taught together in this unit so that pupils will have to discriminate between the environments in which each is used. Pupils can be told that, "At the beginning of a word, the sound /k/ is spelled with a k if it is followed by the letter i or e. The sound /k/ is spelled with a c, however, if it is followed by an a, o, or u" (c is pronounced /s/ before i, e, or y). This rule will be expanded later to include cl, cr, ky and final Vck vs. Vke, VVk, VCk. And the rule given should be repeated for the pupils each time a c or k word enters the sequence. The words cat, cot, cut and kit are all included to facilitate vowel discrimination. There are no ke- program words until keep in Unit 18, but the proper names Ken, Keith and Keven could be used as examples for ke- words. Some proper names use a k where a c would normally occur, e.g., Kate, Kay, Kurt, Klein.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
			Depending on one's dialect, the o in on, off and words ending in -oo can be pronounced either /a/ or /aw/. Even for one speaker, the pronunciation may differ from one such word to another. Pupils can be told that even if they pronounce these words with an /aw/ sound, they are still spelled with an o. The word off is regularly spelled (whereas if, with just one final f is technically irregular). Off is listed as a sight word because final double consonants do not enter the sequence until later in Unit 12. Off was placed in Unit 7 because of its /a/ - /aw/ pronunciation.
8:	get, let bed ten, pen leg yes six, box	zoo	E is the vowel most often confused with other vowels, particularly before n and g. Pupils will probably have special difficulty with the word pen (vs. pin and pan), but that's why it was included, so that pupils will be reminded to listen carefully to vowels and to sentence contexts. Pupils don't usually have trouble with x, but it could be pointed out to them that the sound /ks/ in these words is spelled with an x rather than with a ks (or cks). X, y, and z are quite infrequent. Again, the teacher can ask pupils to give examples of words having these letters, and then she can write them on the board. Technically, yes is irregular (as are us and bus) and should be spelled with two s's. But don't bother telling pupils this unless they make an ss vs. s error. The word zoo is regular, but the oo correspondence is not introduced until second grade. Pupils often write z backwards, so it would be helpful if they were given practice writing this letter.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
9:	Review Week (Emphasize eC-aC, iC; oC-aC; and c-k contrasts)		
10:	shop dash, dish that, then them, this with	the, they	Remind pupils that sh and th have two letters forming one sound. Common substitutions for sh are s or h alone. For th, it's t and h. At the end of words, pupils often completely omit sh and th. That is particularly true for the word with. Them and then most likely will be confused, but their inclusion was purposeful. Have pupils listen carefully to the ending sounds. The word than (not a program word) is very often confused with then, even by adults, because they are usually pronounced the same way. The word they is very often misspelled as thay or thee. Stress the ey ending. If they inquire, acknowledge to pupils that there are two th sounds (e.g., that vs. with). They probably won't notice the slight difference even though they can discriminate between the two sounds.
11:	chin, chop when rich, which much, such	what where, there	Common substitutions for ch are c and sh. Spanish speakers, in particular, often confuse ch and sh, so contrast ch and sh words (e.g., chop-shop; much-mush). Depending on one's dialect, wh is pronounced /hw/ or /w/. Pupils who pronounce wh as /w/ will have more difficulty with wh words and should memorize them. But for either pronunciation, the most common error for wh is w.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
			For the words what and where, the vowels as well as the wh are difficult to remember. Stress that the vowel in what is an a and that there are two e's in where and there. Rich, which, such and much are technically irregular. They should be spelled -tch. But this needn't be pointed out to pupils, for they will not receive instruction on -tch until second grade.
12:	quit tell, well will tall, call pull miss	put, push	Tell pupils that /kw/ is always spelled qu, and that q is always followed by a u. Remind pupils to spell -Vll words with two l's and not just one. And miss has two s's. All and ull are the first instances of program elements not having short-vowel sounds. Stress that /aw/ → a in all, tall, call and their rhyming words. And that /u/ → u in pull, its rhyming words, and put and push. Pull, put, and push should be taught as a group. Remind pupils that before an a, a /k/ sound is spelled c, as in cat and can.
13:	he, me, she, be go, no, so why, my, by		The words in this unit are very easy for pupils. The only problem will probably be with the y endings of my and why, and also the h in why. If convenient, also teach the word we with the other -e words.
14:	Review Week (Emphasize sh, th, ch, wh, ell, ill, all)		

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
15:	made, came, late, tape, gave safe	to, do, who does	Pupils have a great deal of difficulty remembering to add the silent e to the end of long-vowel words, so a lot of CaC-CaCe contrasts should be practiced. Remind pupils that before an a, the /k/ sound is spelled with a c, as in came, cat and call. Pupils make few errors on to and do, probably not only because they're short and high-frequency, but also because the pupils have not yet learned that the vowel in those words is usually spelled oo (e.g., moo, boo, pool). There will be some pupils who forget to put the w in who, particularly since they've learned that wh $\longrightarrow$ /w/. The irregularity should be pointed out. Does is a very difficult word for pupils to spell, so have them practice it often. An expected misspelling is duz. But even those pupils who make a closer approximation to the correct spelling of does sometimes reverse the e-s order since they don't have the usual sound-to-spelling correspondence references to depend on. Spelling does as dose may be particularly common in this unit because pupils are learning about silent e. Tell pupils about the relationship between does and do in the present tense, and show them that does begins with d-o. Stress to pupils that they will have to memorize and practice this word.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
16:	ride, time white, kite nine, five fire	one, two, four	Remind pupils of the silent e at the end of these long-vowel words, and practice CiC vs. CiCe contrasts. Remind pupils that before an i, the /k/ sound is spelled with a k, as in kite, kit, and kid. Also, that there's an h in white. This unit's sight words will need to be practiced a lot. One and two are irregularly spelled, and all three are homonyms for other words: won, to and too, for, and fore. The word too will not be taught until second grade since it is of much lower frequency than two and to and because the three spellings of /tu/ get confused so often. In the second grade, there will be exercises in which pupils contrast the three /tu/ spellings, particularly in sentence contexts.
17:	rode, hope note, home more bone	come, some love were	Remind pupils of the silent e at the end of these long-vowel words, and practice CoC vs. CoCe contrasts. The element -one is not a program element because of the likely confusion of it with the high-frequency sight word one. The sight words come, some and love all have short u vowel pronunciations and silent e's whereas the expected pronunciation of their -oCe elements would be to have a long o. Their spellings are derived from Old English. Remind pupils that before an o, the /k/ sound is spelled c, as in come. Were is a very difficult word for pupils to learn, so have them practice it often. The usual misspellings are wer or wr.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
18:	tube, rule cute	sure of, from	Pupils might have more difficulty remembering the u in tube and rule than in cute because in the first two, the u is pronounced like oo rather than like yoo. Tell pupils that both oo and yoo can be spelled with a u.
	keep, week	three here	Tell pupils that sure is spelled with an s rather than sh. And remind those pupils to pronounce it as shir instead of shoo-er, that sure is spelled with a u and a silent e.
			The element -ere is not taught in this unit because its only exemplar is here, which is, therefore, listed as a sight word. The sound of the -ere element is usually spelled -ear or -eer. Remind pupils that here, where, there, and were, are all spelled with -ere, even though they are pronounced differently.
			Remind pupils that before a u, the sound /k/ is spelled with a c, as in cute and cut.
			Keep is the first example of the /k/ sound before an e. Tell pupils that before an e, a /k/ sound is spelled with a k (e.g., keep, kept, keg, kennel, kernel, kettle).
			Since there are very few -eCe words, -ee words are taught in this unit instead. Remind pupils to write two e's and not just one (which would make the word a short vowel word; e.g., feed vs. fed). Also remind pupils of the h in three. Contrast three and tree.
			Tell pupils that of is the only word in which the /v/ is not spelled with a v. The o in of and from are pronounced like a short u, so emphasize that they are irregular and are spelled with an o.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
19:	back, bake make, take lick, like quick rock, joke luck		This unit contrasts -Vck and -Vke words. A lot of practice should be given on these contrasts, especially since this is the first instance of -Vck words in the sequence. Tell pupils that at the end of a word, a /k/ sound is spelled ck if the sound before it is a short vowel (e.g., lick, quick, rock, luck). It is spelled k + e if the sound before it is a long vowel (e.g., bake, make, take, joke). There are very few -uke words, and the only -eke word is eke itself. There are -eck words, however: beck, check, deck, fleck, neck, peck, treck, wreck. Remind pupils that /kw/ $\longrightarrow$ qu, as in quick, quit, queen and quiz.
20:	Review Week (Emphasize ee; and VC-VCe, Vck-Vke contrasts)		
21:	broke cry free green try	you, your out, our saw	Units 21-25 introduce consonant clusters. Often emphasize to pupils that there are two consonants in these clusters and they must listen carefully so they'll be sure to include both. Stress the inclusion of r in Cr- words, and the CrV- vs. CVr- order of letters. Frequent errors are made on words having consonant clusters and on the order of the vowel and r in words containing an r. Remind pupils of the silent e in broke and grade, and of the double e in free. Also remind pupils that a long i at the end of words is often spelled with a y, as in cry, try, my, by, why, shy. Tell pupils that before an r, the /k/ sound is spelled with a c, as in cry and crash. The sight words out and saw are regularly spelled, but their vowel elements are not taught until second grade.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
			You and your are a little difficult for pupils to learn at first because they associate the sound /yu/ with just the letter u. Remind them of the pronunciation of y in yes, yet, yell and yum. Out, our and saw are regularly spelled. Their elements will be taught in second grade.
22:	black class fly glad play, day, way, say	eat, dear said	Stress the l in Cl- words. Do ClV vs. CV contrasts. Remind pupils of the ck in black, and that before an l or r, the /k/ sound is spelled with a c, as in class and cry. Also remind pupils of the y in fly (and cry, try, my, sky) and of the double s in class. Tell pupils that a long a sound at the end of words is written ay, as in play, day, say, way, may, tray, gray. Stress the y. Eat and dear are regularly spelled. The -ea element, which is even more frequent than the -ee element, will be taught in the second grade. Said is a very difficult word for pupils to spell. Remind them often that said is irregular and is spelled s-ai-d, not s-e-d. Since they don't have the usual sound to spelling references to follow for the vowel, pupils will have to memorize the a-i order in said.
23:	sky sleep smile spell stop	as, has, was good, look	Stress to the pupils that there are two consonants (the s plus one other) in these sC- words. Tell pupils that before a y, the /k/ sound is spelled with a k, as in sky. (A c before y would be pronounced /s/ rather than /k/.)

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
			Other sk- words are skin, skip, skim, skid, skit, and the irregular words skate, skunk, and skull (which should be spelled scate and scull).
			Remind pupils of the silent e in smile, of the two e's in sleep, and the two l's in spell.
			Point out that the /z/ sound in as, has, and was is spelled with an s, just as in is and his.
			Good and look are regularly spelled. The element oo will be introduced in second grade.
24:	self jump stand, send went fast, best just, must help		Pupils tend to make more errors on final consonant clusters than on ones at the beginning of words. Therefore, an additional emphasis should be placed on having the pupils listen carefully to the words so they'll remember to include both consonants. Often in their own speech, they will not pronounce one or both of the final consonants. Do -VCC vs. -VC contrast (e.g., went-wet, fast-fat) to help pupils remember that there are two consonants in this unit's program words.
25:	sing, thing king bang long think, thank milk desk	their	Remind pupils of the digraphs they studied, sh, th, ch that took two letters to make one sound which was different from either of the individual letter sounds. Ng is a digraph which works the same way. The n before a k has the same /n/ sound as ng. Pupils will most likely automatically make the /n/ to /g/ switch before a k, as in think and thank. But a common spelling error is to omit the n before a k. Emphasize to the pupils that they must include both letters, n and k, n and g, in the -nk and -ng words.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
			It is also important for pupils to include both consonants in the -lk and -sk words. These words should be contrasted with words ending in -ck. Tell pupils that when there is a consonant before a final /k/ sound, that /k/ sound is spelled with a k. But if it's preceded by a short vowel, a final /k/ sound is spelled ck. Do contrasts like desk-deck; silk-sick; sink-sick; think-thick; rank-rack. Have pupils distinguish between sing and thing and between thing, think and thank, all of which are likely to get confused. Pupils will most likely confuse there and their. Their is a very difficult word. Repeatedly remind pupils of the ei spelling.
26:	Review Week (Emphasize CV-CCV, VC-VCC contrasts)		
27:	spelling going sending beds, sits taller, helper	her want been	The main problems pupils will have in this unit are remembering to include the suffix, and spelling the entire base word before adding the suffix. Tell them to always spell the base word and then add the suffix so they'll be sure to include everything (e.g., say "For the word sending, spell send and then add i-n-g"). Do base word vs. base word + suffix contrasts. Pupils have difficulty with the word going because of the two vowels (o + i) being next to each other, and because it's so often pronounced /gunna/, /gawnna/, or /go-in/. Again, as with the other words, stress that the pupils write the base word, and then the suffix.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
			Base words in which the final consonant would have to be doubled or the silent e dropped were purposefully excluded from this unit because pupils have enough trouble with the simple unchanged base + suffix words.
			As usual, remind pupils to include both consonants in -ing, in consonant clusters (spelling, sending, helper, want), and in doubled consonants (spelling, taller).
			Tell pupils that the -er sound in her is spelled the same way as the -er suffix in taller and helper.
			Pupils will probably have difficulty with the a in want. But remind them to include both the n and the t, too.
			Point out to pupils that been is spelled with two e's. It's not spelled b-i-n. Been is the only ee word that isn't pronounced with a long e.
28:	car, far park farm start hard, yarn	are word, work	In CVr- (as well as CrV-) words, pupils often forget the vowel or put the vowel and r in the wrong order. Stress the correct sequence and that the vowel is a.
			In some dialects, the r and/or the final consonant in these words is not pronounced. Consequently, many pupils err in spelling by omitting the r or the final consonant. Do contrasts between words which end in r (or rC) and those which don't, pointing out the difference in pronunciation (e.g., car-cat, hard-had), and between different -rC endings (e.g., park-part).
			Remind pupils that before an a, a /k/ sound is spelled c as in car, cat, can, call and came.

UNIT	REGULAR PROGRAM WORDS	SIGHT WORDS	NOTES
			The errors usually made for the word are are r or ar. Remind pupils that you're asking them to spell the word are, rather than the letter r or the element ar, and that there are 3 letters: a-r-e. There will also be confusion because the element -are is pronounced like the word air (e.g., care).
			The letter w often changes the pronunciation of the following vowel (consider wash, war, walk, water, word).
29:	sir for, corn short		This is a difficult unit because there are no rules to tell the pupils about when to use -ir, -ur, or -er for their shared pronunciation (except for in -er suffixes).
	shirt turn, hurt bird, girl first		The words are probably best learned in groups (ir: sir, shirt, bird, girl, first, ur: turn, hurt, er: her, the -er suffix).
			The -or words should be quite a bit easier. When they occur in stressed syllables, -ar and -or are pronounced differently than -er, -ir, and -ur.
			Remind pupils, when spelling these words, to include the vowel, and both the r and the final consonant.
			Also remind pupils that before an o, a /k/ sound is spelled with a c, as in corn, cot, and come.
30:	Review Week (Emphasize suffixes, and ar, or)		
	Final Test		

SECTION IV

Exercise Contrasts

In order to promote the pupils' discrimination of words, exercises will be developed in which pupils will spell word pairs that differ in only one letter. The contrasts listed on the following pages are those considered to be of primary importance for each unit. The contrasts were chosen on the basis of errors made by pupils in the 1970 Spelling Tryout (see TN 2-71-21). In case there would not be time in any given week to have exercises for all the contrasts given, the contrasts are listed in order of importance from left to right for each unit; e.g., in Unit 3, the pupils made more errors confusing vowels before n than before t, so the an-in contrast is listed before the at-it contrast. Also, it is not expected that the program developers would use all of the word pairs listed under each contrast. However, program words, which are capitalized, should be included in the exercises, even when their contrasts are of low frequency (e.g., bad, bid).

Additional notes regarding the format of the following pages:

1) Program words for the given unit are listed in capital letters, as are the program elements which are also real words, e.g., at.
2) Program words from past units are starred.
3) If a program word is spelled with an element listed in one of the contrast columns, but doesn't have an appropriate contrast, it will be listed below a dotted line in the column which contrasts its element (e.g., the program

word VAN, in Unit 6, does not have a vin or vun contrast, but since it is spelled with the element an, it is listed in the contrast column headed an-in-un. For such words, the teacher can say, for example, "Remember that VAN is spelled with an a: v-a-n. It rhymes with pan: p-a-n, and ran: r-a-n.

4) When a single correspondence rather than a contrast is given as a column heading, the pupils should practice writing the words listed (e.g., final -sh and -th in Unit 10, and ee in Unit 18). Such correspondences are given when real words do not correspond to the types of errors the pupils tend to make. For instance, the usual error for a word ending in sh or th is an omission of the final two letters, but the words wi (vs. with) and da (vs. dash) do not exist.

5) The transfer words for each unit are set apart in a separate column so that program developers and teachers will not use these words in the exercises. Listed in single parentheses under the transfer words in the same column are non-program words that can be used as transfer words for review tests, the pretest and posttest, or as replacements for the transfer words listed for the Unit test. The non-program words listed in double parentheses in the same column, can be used as transfer test words if they are not used in the exercise contrasts.

6) For use in additional exercises, rhyming words for each unit are listed in the section of this paper entitled, "Sequence with Total Lexicon."

EXERCISE CONTRASTS

UNIT		TRANSFER TEST WORDS
1:	Program Words: MAP, MAT, PAT, TAP	
2:	at-it: at*, IT; BAT, BIT; HAT, HIT; SAT, SIT; pat*, pit ip-it: HIP, HIT; SIP, SIT	tip sap ((pit))
3:	an-in: AN, IN; PAN, PIN; TAN, tin at-it: at*, it*; fat, FIT an-at: AN, at*; FAN, fat; PAN, pat*; RAN, rat; man, mat* in-it: IN, it*; PIN, pit; sin, sit*	fin ban (nip, rap, rip) ((man, sin, fat, rat))
	Additional Program Words: NAP, IF; IS, HIS	
4:	b-d: BAD, DAD; BIG, dig; bid, DID; rib, rid ag-ig: WAG, WIG; bag, BIG; rag, rig ad-id: DAD, DID; BAD, bid; HAD, hid; lad, LID ad-at: BAD, bat*; HAD, hat*; sad, sat*; mad, mat*; fad, fat (Have pupils practice writing b & d a lot.)	pad lip (tag, hag, gag, gap, gab, win, pig, fig, ham, tab) ((hid, had, mad, sad, rag, bag, dig))
	Additional Program Words: AM, HIM	
5:	Review Week (Emphasize b-d and aC-iC contrasts)	

* Previous words from review units

UNIT					TRANSFER TEST WORDS
6:	an-in-un	ag-ig-ug	g-j	at-it-ut	
	ran*, RUN	bag, big*,	GUM, JAM	bat*, bit*,	bun
	pan*, pin*,	bug	GUM, jug	BUT	jut
	pun	jag, jig,	gab, jab	hat*, hit*,	
	fan*, fin,	jug	gag, jag	hut	(vat, mud, bum,
	fun	rag, rig,	gig, jig	rat, rut	hum, pup, tub,
	sin, sun	rug	gut, jut		rub)
	ban, bin	dig, dug			((jug, jab, tug,
	----------	tag, tug			bug, rug, dug,
	VAN	lag, lug			fun, hut, rut,
					nut, hug))

Additional Program Words: UP, US; HAVE, LIVE, GIVE

7:	ca,co,cu-ki	ag-og	at-ot	ap-op	
	CAT, COT,	bag*, bog	cat, COT	cap, cop	tot
	CUT, KIT	hag, hog	hat*, hot	map*, mop	cob
	cod, KID	lag, log	pat*, pot	tap*, top	
	can, kin	jag, jog	rat, rot		(cab, fog, hop,
	(Teacher	---------	---------		pop, dot, lot,
	writes	DOG	GOT		jot, not, rob,
	for ke-:				sob, nod, mom)
	cap, kept				((cat, can, cop,
	coop, keep*				kin, hog, log,
	cog, keg)				jog, mop, pot,
					hot, cap, top))

Additional Program Words: ON, OFF

8:	eg-ag,ig,		ed-ad,id,	et-at,it,	
	og,ug	en-an,in	od,ud	ot,ut	
	BEG, big*,	TEN, tan*,	BED, bad*,	GET, got*	yet
	bag, bug	tin*	bid, bud	LET, lit,	hem
	leg, lag,	PEN, pan*,	led, lad*,	lot	
	lug	pin*	lid*	bet, bat*,	(yum, zip, wax,
	peg, pig	men, man	red, rid,	bit*, but*	tax, fix, mix,
	keg, cog		rod	pet, pat*,	fox, jet, vet,
			fed, fad	pit, pot	wet, hen, den)
	(eC-aC,iC			set, sat*,	((beg, keg, leg,
	contrasts			sit*	fed, red, met,
	are very			met, mat*	pet, let, bet,
	difficult)			net, not,	set, men))
				nut	

Additional Program Words: YES, SIX, BOX; ZOO

UNIT					TRANSFER TEST WORDS
9:	Review Week (Emphasize eC-aC, iC; oC-aC; and c-k contrasts)				
10:	sh-s	th-t	sh-h	-sh,-th	
	SHOP, sip*	THAT, tap*	SHOP, hop	(Practice	shot
	ship, sip*	THEN, ten*	ship, hip*	writing:	path
	shut, set	THEM, tin*	shut, hut	WITH, bath;	
	shed, sad	THIS, tip		ASH, DASH,	((than, bath,
	(or practice	than, tan*		cash, rash,	ship, shut,
	writing the	WITH, wit		sash; DISH,	cash, rash,
	sh words)			fish, wish;	fish, rush,
				rush, hush)	hush, wish))
	Additional Program Words: THE, THEY.				
11:	ch-c	ch-sh	wh		
	CHIN, can	CHOP, shop*	(Practice		chat
	CHOP, cop	CHIN, shin	writing:		chug
	chat, cat*	chip, ship	WHEN, WHICH		
	chip, cap	RICH, rash	WHAT, WHERE)		(chum)
	chug, cog	MUCH, mush			((chip))
		SUCH, sash			
	Additional Program Word: THERE				
12:	ell-ill	all	ull	/kw/=qu	
	WELL, WILL	(Practice	(Practice	(Teacher	hall
	TELL, till	writing:	writing:	writes:	mill
	bell, bill	ALL, TALL,	PULL, full,	QUIT, quick*	
	fell, fill	CALL, ball,	bull)	quill, queen,	
	----------	fall, wall)	----------	quiet, quack,	
	ILL		PUT, PUSH	quiz)	
		(Contrast: ell-ill-all-ull)			
		TELL, till, TALL			
		WELL, WILL, wall			
		pill, PULL			
		kill, CALL			
		bell, bill, ball, bull			
		fell, fill, fall, full			

UNIT				TRANSFER TEST WORDS
13:	-e# (Practice writing: HE ME SHE BE WE)	-o# (Practice writing: GO NO SO yo-yo)	-y# (Practice writing: WHY MY BY) (Teacher writes: cry*, try*, fly*, sky*, dry, fry, spy)	ho shy ((we))
14:	Review Week (Emphasizes sh, th, ch, wh, ell, ill)			
15:	aCe-aC		Additional -aCe Words	
	MADE, mad; bade, bad*; fade, fad		wade, shade	date shape
	came, can; pane, pan*; vane, van*; mane, man		SAFE sale, pale CAME, name, same lane	((cape, gate, wade, shade, game, lane, same, save, wave, shave))
	TAPE, tap*, cape, cap*; gape, gap		APE	
	mate, mat*; hate, hat*; fate, fat; rate, rat		ATE, LATE, gate	
			GAVE, save, wave, shave	
	Additional Program Words:		DO, TO, WHO, DOES	
16:	iCe-(C)C(C)		Additional -iCe Words	
	RIDE, rid, hide, hid;		side, wide life, wife	shine dive
	pile, pill; mile, mill; file, fill; tile, till		while	((ride, side, wide, life, wife, pile. mile, wine, pine, fine, mine bite, quite))
	dime, dim pine, pin*; wine, win; fine, fin; dine, din; ripe, rip		TIME NINE, line, vine, mine pipe, wipe	
	KITE, kit*; bite, bit*; site, sit*; quite, quit*		white	
			FIVE FIRE, tire, wire, hire	
	Additional Program Words:		ONE, TWO, FOUR	

UNIT					TRANSFER TEST WORDS
17:	oCe-oC		Additional oCe Words		
	robe, rob RODE, rod				code zone
			hole, sole, pole, mole, (whole) HOME, dome		((robe, cone, rope, shone, quote))
	cone, con		BONE, lone, shone, tone rope		
	HOPE, hop; pope, pop; mope, mop; cope, cop		MORE, sore, tore, wore, core, bore, shore		
	NOTE, not; tote, tot; rote, rot; dote, dot		quote		
	Additional Program Words: COME, SOME, LOVE, WERE				
18:	uCe-uC	uCe	ee-e	ee	
	TUBE, tub; cube, cub			see, bee, fee, wee	peek deep
	dude, dud	rude, nude RULE, mule fume tune	feed, fed	seed, weed, need beef WEEK, cheek, seek seem queen, seen	((cube, rude, mule, feed, seed, weed, beef, seek, cheek, seem, seen, beep, peep, jeep, sheep, meet, feet, sheet, teeth, need))
	CUTE, cut*; jute, jut	mute	peep, pep meet, met; beet, bet	KEEP, beep, jeep, sheep feet, sheet teeth	
	Additional Program Words: SURE, THREE, OF, FROM, HERE				
19:	Vck-Vke		Vck	Vke	
	BACK, BAKE; tack, TAKE; lack, lake; sack, sake; rack, rake; shack, shake; quack, quake		pack, jack, whack	MAKE, cake, wake	fake tick
	LICK, LIKE; pick, pike		QUICK, kick, sick, wick, thick, chick	bike, hike	((tack, sack, quack, pack, pick, thick, kick, sick, lock, sock, shock, duck, deck, wake, cake, bike, hike, poke, woke))
	cock, coke		ROCK, sock, lock, tock, dock, shock NECK, check, peck, deck LUCK, duck, buck, suck	JOKE, woke, poke, yoke, choke	

UNIT				TRANSFER TEST WORDS
20:	Review Week (Emphasize ee, and VCe-Vc, Vck-Vke contrasts)			
21:	Cr-C	Additional Cr- Words		
	brat, bat* crash, cash; crab, cab; crop, cop drip, dip; drive, dive; drove, dove FREE, fee; frame, fame grab, gab; grill, gill; grave, gave* prop, pop; prick, pick trick, tick; trap, tap*; trip, tip; trot, tot; trill, till; track, tack; truck, tuck	BROKE, brave, bride, brick, brush CRY, crib, crush DRUM, dry, drop, dress, drag, drape fry GREEN, grin, grip, grass, grade press, pride, prune TRY, tree, trim, trade		brag trash ((brush, brat, crash, crab, drive, drop, dry, frame, fry, grin, grab, trip, tree, trick, truck))
	Additional Program Words: YOU, YOUR, OUT, OUR, SAW			
22:	Cl-C	Cl	ay	
	BLACK, back*, bled, bed clock, cock; clap, cap*; club, cub; clash, cash flame, fame; flee, fee; fleet, feet; flake, fake PLAY, pay; plan, pan*; plop, pop; plot, pot; plane, pane	block, blush, blame, bleed CLASS, clip, clay, click FLY, flip, flash, flap glad, glass, glee, glide, globe plum, plate, plus, pluck	PLAY, DAY, SAY, WAY, bay, clay, gay, gray, hay, pay, pray, ray, stay, tray	flag lay ((clap, clock, click, block, bleed, glad, flip, flash, plan, plane, plate, may, tray, stay, pay))
	Additional Program Words: EAT, DEAR, SAID			

UNIT 23:

sC-s	Additional sC- Words	TRANSFER TEST WORDS
skip, sip*; skit, sit*; skin, sin; skill, sill	SKY, skid, skim	smell slap
SLEEP, seep; slip, sip*; slit, sit*; slay, say*; slum, sum; slash, sash; slave, save; sleek, seek; slack, sack; slick, sick; slide, side; smash, sash; smack, sack	slid, slam, slim, slot, sled, sly	((skin, skip, slap, slip, slide, small, snap, snack, spin, spill, stop, stay, stick))
snake, sake; snip, sip*; snap, sap; snag, sag; snob, sob; snack, sack	sniff	
SPELL, sell; spin, sin; spill, sill	spot, spy, spine, spoke, speck	
stick, sick; stuck, suck; still, sill; stale, sale; steep, seep; stack, sack; stock, sock; stun, sun; stay, say	STOP, stiff, stuff, stab, stem, stall, state, stole, stove	
sway, say*; swell, sell	swim, swam, swish, sweet	

Additional Program Words: AS, HAS, WAS, GOOD, LOOK

24:

nd-n-d	st-t	nt-n-t	mp-m-p	
AND, an*	FAST, fat	ANT, an*, at*	camp, cap	dent
tend, ten*	BEST, bet	WENT, wet	clamp, clam, clap	rust
mend, men	JUST, jut	pant, pan*, pat*	ramp, ram	(grand, rent,
wind, win	past, pat*	tent, ten*	hump, hum	spent, mint,
fund, fun	bust, but*	stunt, stun	bump, bum	print, test,
brand, bran	nest, net	plant, plan	plump, plum	rest, chest,
land, lad*	pest, pet	hint, hit*	slump, slum	blast, dust,
band, bad*	west, wet	sent, set	tramp, trap	last, trust)
hand, had	----------	bent, bet	limp, lip	((land, sand,
sand, sad	MUST	lent, let	chimp, chip	band, hand,
bend, bed		hunt, hut	pump, pup	bend, past,
spend, sped		chant, chat	----------	nest, west,
----------			IMP	plant, tent,
END			JUMP	bent, sent,
SEND				hint, hunt,
STAND				limp, pump, bump, camp))

Additional Program Words: ELF, SELF, HELP

UNIT				TRANSFER TEST WORDS
25:	ng-n-g	nk-n	VCk-Vck	
	BANG, ban, bag	INK, in*	THINK, thick	ham
	SING, sin	THINK, thin	DESK, deck,	pink
	THING, thin	THANK, than	sink, silk, sick	
	KING, kin	pink, pin*	link, lick	(bring, swing,
	LONG, log	wink, win	stink, stick	song, mink,
	wing, win, wig*	sink, sin	sank, sack	drink, drank,
	rang, ran*, rag	rank, ran	rank, rack	junk, mask)
	rung, run*, rug	tank, tan	bank, back*	((thing, ring,
	sung, sun	bank, ban	crank, crack	wing, sang,
	sang, sag	plank, plan	sunk, suck	rang, wink,
	ring, rig	sunk, sun	bunk, buck	bank, stung))
	hung, hug	bunk, bun	dunk, duck	
	stung, stun		chunk, chuck	
			trunk, truck	
			task, tack	
			brisk, brick	

			ASK	
			MILK	

Additional Program Words: WANT, THEIR, HAPPY

26: Review Week (Emphasize CV-CCV, VC-VCC contrasts)

UNIT

27:

Base-Base + ing	Base-Base + s	Base-Base + er	TRANSFER TEST WORDS
spell*, SPELLING	bed*, BEDS	help*, HELPER	faster
go*, GOING	sit*, SITS	tall*, TALLER	sleeping
send*, SENDING	hit*, hits	box*, boxer	
box*, boxing	bat*, bats	play, player	((jumping, boxing,
wax*, waxing	pan*, pans	jump*, jumper	telling, keeping,
tell*, telling	pin*, pins	sing*, singer	licking, standing,
yell*, yelling	fit*, fits	think*, thinker	hits, bats,
pull*, pulling	wag*, wags	rock*, rocker	pans, pins,
dash*, dashing	wig*, wigs	long*, longer	fits, runs,
mess*, messing	dad*, dads	rich*, richer	kids, dogs,
play*, playing	lid*, lids	black*, blacker	shops, weeks,
say*, saying	van*, vans		keeps, boxer,
go*, going	run*, runs		rocker, longer,
keep*, keeping	cot*, cots		richer))
lick*, licking	cut*, cuts		
cry*, crying	cap*, caps		
try*, trying	kid*, kids		
fly*, flying	dog*, dogs		
jump*, jumping	shop*, shops		
stand*, standing	chin*, chins		
sing*, singing	cane*, canes		
think*, thinking	tape*, tapes		
bang*, banging	hide*, hides		
	dime*, dimes		
	fire*, fires		
	home*, homes		
	bone*, bones		
	week*, weeks		
	keep*, keeps		

Additional Program Words: HER, WANT, BEEN

28:

ar(C)-aC	ar-arC	arC-arC	
ART, at*	FAR, FARM	ARM, ART	barn
ARM, am*	CAR, card,	HARD, harm	dart
HARD, had*	cart	PARK, part	
PARK, pat*	star, START	YARN, yard	(smart, dark)
CAR, cat*	bar, bark,	card, cart	((bar, star,
FAR, fat	barn	barn, bark	card, mark,
bar, bat*		charm, chart	jar, bark,
jar, jam			part, yard))
cart, cat*			

(Point out not only that the r must be included in Vr(C) words, but also how the r changes the vowel pronunciation)

Additional Program Words: ARE, WORD, WORK

UNIT					TRANSFER TEST WORDS
29:	Vr(C)-VC	Vr-VrC	VrC-VrC	er-ir-ur	
	SIR, sit* FOR, fox CORN, cot* BIRD, bid SHORT, shot HURT, hut FIRST, fist TURN, tub fur, fun ---------- OR	FOR, fort, form, fork	SHIRT, SHORT SHIRT, skirt TURN, torn CORN, cork SHORT, sport firm, form	(Teacher writes: er: her*, -er suffix; ir: SIR, SHIRT, BIRD, GIRL, FIRST, stir, dirt, flirt, skirt; ur: HURT, TURN, burn, fur, surf, nurse)	born sort (port) ((fort, fork, stir, dirt, sport, torn, cork))
	(Point out not only that the r must be included in Vr(C) words, but also how the r changes the vowel pronunciation.)				
30:	Review Week: (Emphasize suffixes and ar, or)				

Section V

ALPHABETICAL LIST OF PROGRAM WORDS

	REGULAR WORDS	UNIT
A	all*	12
	am	4
	an*	3
	and*	24
	ant	24
	ape*	15
	arm*	28
	art*	28
	ash*	10
	ask	25
	at*	1
	ate*	15
B	back	19
	bad	4
	bake	19
	bang	25
	bat	2
	be	13
	bed	8
	beds	27
	beg	8
	best	24
	big	4
	bird	29
	bit	2
	black	22
	bone	17
	box	8
	broke	21
	but	6
	by	13
C	call	12
	came	15
	can	7
	cat	28
	car	22
	class	7
	cot	29
	corn	21
	cry	7
	cut	18
	cute	
CH	chin	11
	chop	11
D	dad	4
	dash	10
	day	22
	did	4
	dish	10
	desk	25
	dog*	7
E	elf*	24
	end*	24
F	fan	3
	far	28
	farm	28
	fast	24
	fire	16
	first	29
	fit	3
	five	16
	fly	22
	for	29
	free	21
G	gave	15
	get	8
	girl	29
	go	13
	going	27
	got	7
	green	21
	gum	6
H	had	4
	hard	28
	hat	2
	he	13
	help	24
	helper	27
	him	4
	hip	2
	hit	2
	home	17
	hope	17
	hurt	29

	SIGHT WORDS	UNIT
A	a	1
	as	23
	are	28
B	been	27
C	come	17
D	dear	22
	do	15
	does	15
E	eat	22
F	four	16
	from	19
G	give	6
	good	23
H	has	23
	have	6
	here	18
	his	3
I	I	2
	is	3
L	live	6
	look	23
	love	17
O	of	19
	off	7
	one	16
	our	21
	out	21
P	push	12
	put	12
S	said	22
	saw	21
	some	17
	sure	18
T	the	10
	their	25
	there	11
	they	10
	three	18
	to	15
	two	16
W	want	27
	was	23
	were	17
	what	11
	where	11
	who	15
	word	28
	work	28
Y	you	21
	your	21
Z	zoo	8

* Program Elements which are also read words

	REGULAR WORDS	UNIT
I	if	3
	ill*	11
	imp*	24
	in*	3
	ink*	25
	it*	2
J	jam	6
	joke	19
	jump	24
	just	24
K	keep	18
	kid	7
	king	26
	kit	7
	kite	16
L	late	15
	let	8
	lick	19
	lid	4
	like	19
	long	25
	luck	19
M	made	15
	make	19
	map	1
	mat	1
	me	13
	milk	25
	miss	12
	more	17
	much	11
	must	24
	my	13
N	nap	3
	nine	16
	no	13
	note	17
O	on	7
	or*	28
P	pan	3
	pat	1
	park	28
	pen	8
	pin	3
	play	22
	pull	12

	REGULAR WORDS	UNIT
Q	quick	19
	quit	12
R	ran	3
	rich	11
	ride	16
	rock	19
	rode	17
	rule	18
	run	6
S	safe	15
	sat	2
	say	22
	self	23
	send	23
	sending	27
	sing	25
	sir	29
	sit	2
	sits	27
	six	8
	sky	23
	sleep	23
	smile	23
	so	13
	spell	23
	spelling	27
	stand	23
	start	27
	stop	23
	such	11
SH	she	13
	shirt	29
	shop	10
	short	29
T	take	19
	tall	12
	taller	27
	tan	3
	tap	1
	tape	15
	tell	12
	ten	8
	time	16
	try	21
	tube	18
	turn	29

	REGULAR WORDS	UNIT
TH	thank	25
	that	10
	them	10
	then	10
	thing	25
	think	25
	this	10
U	up	6
	us	6
W	wag	4
	way	22
	week	18
	well	12
	went	24
	wig	4
	will	12
	with	10
WH	when	11
	which	11
	white	16
	why	13
Y	yarn	28
	yes	8

SECTION VI

Sequence With Total Lexicon

The following is a list of words that enter the sequence with the introduction of each new unit and its component elements. Such a list will be useful to the spelling program developers as they formulate the daily lesson exercises. The list will also be useful to the teacher, who can devise additional "rhyming" exercises as the class needs them, if she so desires.

The words are divided into three columns, according to whether the words are composed of: 1) consonants from the given unit and from former units combined with elements from the given unit; 2) consonants from the given unit combined with elements from former units; and 3) consonants combined with elements that are listed in parentheses under the "Unit" column (e.g., am in Unit 4), and other regularly-spelled words whose elements are not listed but whose component consonant(s) and vowel have been introduced (e.g., if in Unit 3). Under the column, "Unit Consonants + Past Elements," the words are listed by their initial consonants rather than by their ending elements.

Proper names are not included because of their use of capitals. The words listed in capital letters are the program words (those words chosen to be taught and tested in the spelling program), and the unit's elements that are also real words. The words in parentheses are quite low frequency and so probably will not be known by the pupils. The parentheses around these words are omitted in Units 15-19 to avoid confusion due to the additional use of double parentheses in those units.

The transfer test words are listed in a separate column as a reminder that they are not to be used in lesson or rhyming exercises.

SEQUENCE WITH TOTAL LEXICON

	UNIT	CONSONANTS + UNIT ELEMENTS	UNIT CONSONANTS + PAST ELEMENTS	( ) ELEMENTS + OTHER REGULAR WORDS	TRANSFER WORDS
1:	m, p, t a, ap, at	MAP, TAP AT, MAT, PAT			
2:	b, h, s i, ip, it	HIP, SIP IT, BIT, HIT, SIT, pit	BAT HAT SAT		tip* sap
3:	f, n, r an, in	AN, FAN, RAN, PAN, TAN, man IN, PIN, tin, (sin, bin)	FIT, fat NAP, (nip) RAT, rip	IF	fin ban
4:	d, g, l, w ad, id, ag, ig (am, im; ab, ib)	DAD, HAD, BAD mad, lad, sad, (fad) DID, LID, bid, hid, rid WAG, tag, bag, had, sag, rag, (gag, lag) WIG, BIG, dig, pig, fig, (rig, gig)	dip, (din) gap lap, lit wit, win	AM, dam, ham (ram, bam) HIM, dim, rim tab, (dab, gab, lab) fib, rib	pad lip
5:	REVIEW WEEK				

*Remember that transfer words should not be included in lesson or rhyming exercises because they will be used to test their ability to spell words that have the same elements they've learned, but which they haven't spelled or rhymed before.

	UNIT	CONSONANTS + UNIT ELEMENTS	UNIT CONSONANTS + PAST ELEMENTS	( ) ELEMENTS + OTHER REGULAR WORDS	TRANSFER WORDS
6:	j, v u, un, ut; ug (up, us; ub, ud, um)	RUN, sun, fun, gun (pun, nun) BUT, hut, rut, nut, (tut, gut) tug, bug, rug, hug, dug, (mug, lug, jug)	(jag, jig) VAN, (vat)	JAM, jab UP, pup (sup) US, bus, (pus) GUM, bum, hum, sum, (rum) tub, rub, (pub, hub, sub) mud, bud, (dud)	bun jut
7:	c, k o, og*, ot; op (on; ob, od, om)	DOG*, hog, fog, log, (jog, cog, bog) COT, GOT, pot, hot, rot, dot, not, lot, (jot) top, cop, mop, pop, hop, (bop, lop)	CAT, CAN, cap (cab, cad) KID, KIT, (kin)	ON*, con, non- mob, sob, rob, job (gob) nod, rod, god, (mod), pod, sod, cod mom	tot cob
8:	x, y, z e, ed, eg, en, et (es; em) (ix, ox; ax)	BED, fed, red, led, (wed) LEG, beg, (peg, keg) PEN, TEN, men, hen, den GET, LET, met, pet, bet, set, net, wet, jet, vet	zip, zig-zag, (zap)	YES, yum, (yam) ax, wax, tax (sax) SIX, mix, fix BOX, OX, fox, (pox, lox)	yet hem
9:	REVIEW WEEK				
10:	sh, th ash, ish (ush) (ath, ith)	ASH, DASH, mash, rash, cash, (bash, has, sash, gash, lash) DISH, fish, wish	SHOP, ship, shut, (shed, shin, shag, shun) THAT, THEN, than thin	THIS, THEM (sham) rush, hush, (mush, gush) bath (hath) WITH	shot path

	UNIT	CONSONANTS + UNIT ELEMENTS	UNIT CONSONANTS + PAST ELEMENTS	( ) ELEMENTS + OTHER REGULAR WORDS	TRANSFER WORDS
11:	ch, wh (ich, uch)		CHIN, CHOP, chat, chip, chug, (chap) WHEN	RICH, WHICH MUCH, SUCH (chum) (whiff, whim)	chat chug
12:	qu, ell, ill all, ull -ss (-ff, dd, gg, zz)	quill TELL, WELL, bell, hell, fell, yell, sell (dell, jell, pell-mell) ILL, WILL, HILL, CHILL, bill, fill, kill, pill, (rill, sill, till, dill, gill) ALL, TALL, CALL, ball, fall, wall (mall, gall) PULL, bull, full pass, (lass, sass, mass) MISS, kiss, hiss mess, less (chess) toss, loss (moss) fuss, (muss, cuss)	QUIT	quiz puff, cuff, (muff, buff, huff) add, odd egg jazz buzz, fuzz	hall mill
13:	-e, -o, -y	ME, HE, SHE, BE, we (ye) GO, NO, SO, yo-yo MY, WHY, BY, (thy)			ho shy
14:	REVIEW WEEK				

	UNIT	CONSONANTS + UNIT ELEMENTS	( ) ELEMENTS	TRANSFER WORDS
15:	-aCe (vs. -aC) ade, ame, ape, ate, ale, ave; ane (afe)	MADE, bade, fade, wade, shade, jade ((mad, bad, fad)) CAME, name, same, game, tame, fame, lame, shame, dame TAPE, cape, rape, gape, ((tap, cap, rap, gap)) LATE, rate, mate, hate, fate, gate ((rat, mat, hat, fat)) pale, gale, tale, sale, bale, male whale, vale ((pal, gal)) GAVE, save, shave, wave, pave, rave, cave cane, pane, mane, bane, vane, lane, sane, wane ((can, pan, man, ban, van))	SAFE, chafe	date shape
16:	-iCe (vs. -iC) ide, ime, ine, ite, ile, ive, ire; ipe (ife)	RIDE, hide, bide, side, wide, tide chide ((rid, hid, bid) TIME, dime, lime, chime ((dim)) NINE, pine, dine, fine, wine, mine, line, whine, vine ((pin, din, fin, win)) KITE, WHITE, site, bite, quite, rite ((kit, sit, bit, quit)) mile, pile, file, while, tile, vile, bile, rile FIVE, hive, jive, live FIRE, tire, hire, wire, dire, sire, mire ripe, pipe, wipe ((rip, pip))	life, wife	shine dive

*The double parentheses denote the short-vowel (VC) contrasts to the long-vowel (VCe) program words entering in each unit.

	UNIT	CONSONANTS + UNIT ELEMENTS	( ) ELEMENTS	TRANSFER WORDS
17:	-oCe (vs. -oC) ode, ope, ote, ome, ore; ole (one; obe, ove)	RODE, mode, ((rod, cod, mod)) HOPE, cope, mope, pope, rope, dope, lope ((hop, cop, mop, pop)) NOTE, tote, rote, dote, quote ((not, tot, rot, dot)) HOME, tome, dome MORE, tore, bore, core, lore, pore, sore, chore, shore, wore, yore hole, role, sole, pole, mole, dole, whole	BONE, cone, tone, lone, shone, hone robe ((rob)) dove, wove, cove	code zone
18:	-uCe (vs. -uC) ube, ute, ule; ure (ude, ume, une)	TUBE, cube ((tub, cub)) CUTE, jute, lute, mute ((cut, jut)) RULE, mule, yule cure, pure, lure	dude, rude, nude ((dud)) fume tune, dune	deep peek
	-ee eek, eep; ee, eed, een, eet (eef, eem, eeth)	WEEK, cheek, seek, reek KEEP, sheep, jeep, beep, peep, seep see, bee, fee, tee feed, seed, weed, deed, heed, reed, need queen, seen, keen, sheen meet, feet, sheet, beet	beef, reef seem teeth	
19:	-Vck vs. -Vke ack, ake ick, ike ock, oke uck; eck	BACK, tack, lack, sack, rack, shack, quack, pack, jack hack, whack BAKE, MAKE, TAKE, sake, rake, lake, shake, quake, wake, cake LICK, QUICK, pick, sick, chick, kick thick, wick, LIKE, pike, bike, hike ROCK, chock, cock, tock, lock, sock, dock, mock, hock, shock JOKE, choke, coke, woke, poke, yoke LUCK, tuck, duck, buck, suck, muck, shuck, chuck, puck neck, check, deck, peck, beck		fake tick

UNIT		CONSONANTS + PAST ELEMENTS*	( ) ELEMENTS	TRANSFER WORDS
20:	REVIEW WEEK			
21:	Cr- br, cr, fr, gr, tr; dr, pr	BROKE, brave, bride, brick brat (bran, brig, brash, bray, brine, brute) CRY, crash, crop (crag, crass, creed) FREE, fry, frame, (fret, fro, frock) GREEN, grade, grin, grape, grass, grip, grave, (grit, grad, grid, grog, grate, grime, gripe, grope, greed) TRY, trip, trick, track, truck, trade, tree, trap, trot, (tram, trill, tripe, trite, trike, treck) drive, dry, dress, drip, drag, drop, drill, drape, (drake) press, pride, pry, (prop, pro, prime, prick)	brush, brim crib, crab, crush, cram, grab, (gram, grim, grove, griff) trim, (tram, trod) drum, drove, (drab, dram) prune, (prim, prod, prom, prone, pride)	brag trash
22:	Cl- bl, cl, fl, pl; gl	BLACK, block, bleed, bled, blush, blame, bless, bliss, (blab, bluff) CLASS, clock, clap, clip, clam, clay club, clash, click, clack, (clot, clog, clod, clan) FLY, flip, flap, flash, flush, flame, flee, flake, (fleet, flick, flock, fleck, fluff, flack, flab, flog, flex) PLAY, plan, plane, plate, pluck, plop, plum, plus, (plush, plod) glad, glass, glide, globe, glee, (glib, glop)		flag lay
	ay	DAY, SAY, PLAY, WAY, may, clay, gray, gay, hay, pay, pray, ray, tray		

*Again, beginning with Unit 21, the words in parentheses are those of especially low frequency.

	UNIT	CONSONANTS + PAST ELEMENTS	( ) ELEMENTS	TRANSFER WORDS
23:	sC- sk, sl, sm, sp, st; sn, sw (sc)	SKY, skin, skip, skid, skill, (skit) SLEEP, slip, slid, slot, sled, slash, slide, sly (slat, slug, slay, slate, slave, slime, slope, sleek, sleet, slack, slick) SMILE, smog, smash, small, smack, (smote, smock) SPELL, spin, spot, spill, spy, spit (span) STOP, still, stay, stale, state, stole, stall, steep, stack, stick, stock, stuck, stash, stake, stoke, sty snake, snap, snip, snack, snuck, (snag, snug) swell, sweet, swish, (swig, swine, swine, swipe, sway)	skim slam, slim, (slab, slum, slush) stiff, stuff, stove (staff) sniff, (snob) swim, swam scale, scat, scab, (scan) scum, scone, scope	smell slap

	UNIT	CONSONANTS + UNIT ELEMENTS	( ) ELEMENTS	TRANSFER WORDS
24:	-CC lf (elf) mp (imp) nd (and, end) nt (ant) st (lp; ld, lm, lt)	ELF, SELF, shelf golf gulf camp, damp, champ, stamp, (ramp, cramp, tramp, clamp) IMP, limp, chimp, (blimp, primp) JUMP, bump, dump, lump, pump, thump, grump, clump, plump, slump, stump AND, STAND, land, sand, band, hand, brand, grand, (bland, gland) END, SEND, bend, mend, blend, spend, lend, (tend, fend, trend) wind blond, fond, (bond) fund ANT, plant, chant, pant (grant, scant) WENT, tent, lent, sent, bent, rent, spent, (vent) hint, print, mint (tint, lint, glint, stint) hunt, grunt, stunt, (punt, bunt, runt, blunt, brunt) FAST, last, past, blast, (mast) BEST, test, nest, rest, west, pest, chest, (jest, lest, zest, quest, crest, blest) JUST, MUST, dust, crust, gust, trust, bust (lust)	HELP, (kelp) held, weld, (meld) (helm) film belt, felt, melt (gilt, hilt, kilt, tilt)	dent rust

UNIT	CONSONANTS + UNIT ELEMENTS	( ) ELEMENTS	TRANSFER WORDS
25: Ng, nk lk, sk	SING, THING, KING, ring, bring, wing sting, swing, dingdong, pingpong (sling, cling, fling) BANG, sang, rang, (clang) LONG, song, (bong, gong, thong, prong) sung, rung, lung, hung, stung, swung, (clung, flung, slung) THINK, sink, rink, link, mink, wink, drink, stink, blink, (fink, kink, brink, clink, chink, plink) THANK, sank, rank, tank, bank, crank, drank, (plank, clank, flank, shank) honk sunk, bunk, dunk, junk, chunk, drunk, trunk, stunk, (funk, hunk, clunk) MILK, SILK (bulk, hulk) mask, task (bask, cask, flask) DESK risk, (brisk, frisk) (tusk, dusk, musk)		hang pink
Review -VCk vs. -Vck	bank, bask ((BACK)); sank ((sack)) tank, task ((tack)); rank ((rack)) flank, flask ((flack)); crank ((crack)); clank ((clack)) shank ((shack)) DESK ((deck)) sink, silk ((sick)); link ((LICK)); THINK ((thick)); brink, brisk ((brick)); wink, ((wick)); stink ((stick)); kink ((kick)); clink ((click)); chink, ((chick)) honk ((hock)) dunk, dusk ((duck)); sunk ((suck)); tusk ((tuck)); bunk ((buck)); trunk ((truck)); stunk ((stuck))		

UNIT	BASE WORD + SUFFIX	TRANSFER WORDS
26: REVIEW WEEK		
27: Suffixes -ing, -s, -er Base word + suffix; no doubling final consonant + no dropping final e	SPELLING, GOING, SENDING BOXing, waxing, mixing, fixing, taxing DASHing, mashing, cashing, bashing fishing, wishing, rushing TELLing, yelling, selling, filling, killing CALLING, PULLing, falling MISSing, messing, kissing, passing, tossing, fussing huffing, puffing, adding, buzzing KEEPing, needing, seeding, feeding, weeding, peeking, seeking, peeping, seeping, beeping, meeting BACKing, tacking, lacking, quacking, packing, whacking, jacking LICKing, picking, ticking, licking, kicking ROCKing, locking, docking, mocking, shocking pecking, checking tucking, sucking, bucking, ducking, chucking brushing CRYING, crushing, crashing drilling, dressing, drying frying pressing, prying, praying TRYing, tracking, tricking blushing, blessing, bleeding, blocking clashing, clicking FLYing, flashing, flushing, fleeing, flicking, flocking, fluffing PLAYing, plucking slashing, sleeting smashing, smelling, smacking sniffing, snacking spilling, spying stalling, stashing, staffing, stuffing, staying, stacking, sticking, stocking swishing, swelling JUMPing, clamping, stamping, limping, primping, bumping, camping, dumping, thumping, pumping HELPing, welding, filming, melting, tilting	sleeping faster

UNIT	BASE WORD + SUFFIX	TRANSFER WORDS
27: (continued) -ing	STANDing, landing, banding, handing, branding ending, tending, lending, bending, mending, blending, spending funding panting, chanting, planting, granting tinting, hinting, printing hunting, punting, bunting, grunting lasting, fasting, blasting testing, nesting, resting, jesting busting, rusting, dusting, trusting SINGing, ringing, bringing, stinging, swinging, clinging, flinging BANGing, hanging, clanging longing THINKing, sinking, linking, winking, drinking, stinking, blinking, clinking, plinking THANKing, banking, cranking, clanking honking dunking, junking MILKing masking, basking risking, frisking (Any nouns or verbs whose plural or third person singular is formed by the base word + s. This includes -VCe words.)	
-er	TALLER, HELPER BOXer, mixer, picker, kicker PLAYer, SPELLer, bleeder, bluffer, clicker JUMPer, camper, hunter, tester, duster SINGer, THINKer, swinger, drinker, stinker LONGer, QUICKer, thicker, sicker, smaller TALLer, RICHer, BLACKer, stiffer, sweeter, grander, drunker ROCKer, locker, dresser, trucker, tanker, banker, flicker, slicker, blender, bumper	

	UNIT	CONSONANTS + UNIT ELEMENTS	( ) ELEMENTS	TRANSFER WORDS
28:	ar, ark, arm art (ard, arn)	CAR, FAR, bar, jar, tar star, scar, (par, mar) PARK, bark, mark, shark, dark spark, (lark, hark, stark) ARM, FARM, harm, charm ART, START, part, cart, chart, smart, (tart, mart)	HARD, yard, card YARN, darn	barn dart
29:	ir, or, orn, ort (irt, ird, irl, irst, urn, urt; ur)	SIR, stir, (fir) OR, FOR, (nor) SHORT, port, sort, fort, (snort) CORN, horn, morn, scorn, shorn, torn, worn	SHIRT, dirt skirt, flirt BIRD, (gird) GIRL, whirl FIRST TURN, burn, (churn) HURT, (blurt) fur, (blur, slur, spur)	born sort
30:	FINAL TEST			

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